

Arts Council of Placer County/First 5 of Placer County

Music Program Application
2005/2006

Site name: _____ Date: _____

Address: _____ Zip code: _____

E-mail: _____

Business Phone: _____

Owner or Principal's Name: _____ phone: _____

Teacher's name: _____ phone: _____

	Male	Female
How many children in each category will be in music?		
2yrs._____	_____	_____
3yrs._____	_____	_____
4yrs._____	_____	_____
5yrs._____	_____	_____
Total_____		

Ethnicity: Caucasian_____African Amer._____Hispanic_____Other_____

Other_____Other_____

When does your program begin and end each year? (Month)

Begin_____End_____

Do you, as a teacher or childcare provider implement music?

When? (Circle) daily occasionally none

What type? Sing with children Play CD's/tapes Creative movement

 Sing nursery rhymes Musical instruments Action/story songs

Do you have a music program? (Use specific curriculum, methods, etc.)

Describe:

Preschool Music Education

Paula Peach- Site Trainer/Musikgarten Facilitator (530) 885-8878

Supported by First 5 of Placer County & Arts Council of Placer County

Pre-Program Survey

The purpose of this confidential survey is to provide baseline data to measure the quality and effectiveness of the Musikgarten facilitation by Paula Peach in elevating your music teaching abilities and confidence. Please honestly answer the following questions by **circling** a number from 1 to 4, describing how you use Visual & Performing Arts Content Standards for California Public Schools with Preschool or Kindergarten aged children.

- 1 = never**
- 2 = a few times**
- 3 = often**
- 4 = all the time**

Work site:

Your name:

The questions below relate to teaching children age 3-5.

Rank how often you...

1. Demonstrate awareness of beat & tempo through movement or body percussion?

1 2 3 4

2. Sing and play simple singing games from various cultures?

1 2 3 4

3. Create movements in response to music and participate freely in musical activities?

1 2 3 4

4. Listen to music using body movement to respond to dynamics and tempo?

1 2 3 4



Music Education & Facilitation

Paula Peach-Music Facilitator

Supported by:

**First 5 Children & Families Commission
& Arts Council of Placer County**

Music Journals – Sept. 05 – Jan. 06

Outcome:

♪ Raise preschool/kindergarten teacher skill, knowledge, & comfort level to implement quality music education & movement in the classroom.

**Teacher clapping
while**

demonstrating

awareness

of

beat & tempo



Tapping the beat using body percussion while singing with the teacher



Rainbow Junction - Lincoln

Tapping the beat, using handmade jingle bells to recorded music



Parent participating with children

Animating gestures freely with teacher while responding to recorded music



**Rainbow Preschool-
Roseville**



**Teacher, parent
and child actively
using the voice &
body gestures to
interpret the
rhythms of a poem**

**Loomis Community
Preschool - Loomis**





Outcome:

♪ Participating children demonstrate increased use of musical voice and rhythm

Using the voice in various ways with the slide whistle



Learning how to find the “head voice”



Joyfully singing an age-appropriate folksong through call and response



**Creating
movements in
response to music
while singing**



Outcome:

Independent of the Trainer, teachers who complete the 15-week music program implement music related activities in their lesson plans

Playing & singing a traditional children's dance game



**Teacher actively
participating in
the musical
activities**





Moving in a variety of directed ways responding to recorded music

Imitating the teacher, using “bug music”





Visiting teacher participating with the children



Joyland Preschool - Roseville



Teacher/child interaction –creating movements that reflect a variety of daily activities – “Let’s ride our bike with Jonathan”



Music Sites

Sept.05 – Jan.06

- 1. Joyland Preschool – Roseville**
- 2. Mary's Little Lambs – Lincoln**
- 3. Rainbow Junction Preschool – Lincoln**
- 4. Loomis Community Preschool - Loomis**

**Arts Council of Placer County: Paula Peach – ECD Music Teacher Training
Outcome Anecdote Form – 1/30/06**

Outcomes:

- Raise preschool/kindergarten teacher skill, knowledge, and comfort level to implement quality music education and movement in the classroom (such as increased musical literacy, i.e.: pitch, tempo, beat; and connections between music education and child development) so that participating teachers include music related activities in their lesson plans.
- (Participating children demonstrate increased use of musical voice and rhythm.
- Independent of Trainer, teachers who complete the 15 –week music program implement music related activities in their lesson plans.

Anecdote that addresses outcomes:

**Open responses made by teachers who were participating in the Musikgarten music training:
Sept. 2005 - Jan. 2006**

Sampling of Post-Program Surveys – Part III - questions 5-8:

Q1. – Briefly describe how the Musikgarten music training was effective and/or not effective for you. What worked and what didn't work for you?

1. "The Musikgarten training was very effective because it taught the teachers & children how to listen to the beat in the music, to find your singing voice & how to have fun using music & instruments." "Movement activities worked well with our group of active boys." "I enjoyed the nature theme."
2. "I was given different ways of teaching beat & tempo" "We were also showed different instruments, ways of using them & incorporating them into curriculum."
3. "Watching how Mrs. Peach could get the attention of the children by simply going back to the beat."
4. "I found the program to work well for me." "My circle time lacked in the music department." "I haven't had much training, so it was great to have Mrs. Peach come in and model different ideas on how to make music more interesting."
5. "It helps children in all areas of their development."

Q2. – How do you plan to use and expand the materials and skills you've learned from the on-site music training?

1. "I plan on continuing to use our beat sticks, scarves, and lesson plans." "I'll incorporate the music in our future programs."
2. "I have already started." "I use the book materials to find different ways to present a song." "I use the cards to promote listening skills." "I plan to continue to use the materials to bring more exciting music into the classroom."
3. "I plan to use almost all of the ideas & techniques that I have been taught." "Especially focusing on the beat & using the flash cards with pictures."
4. "I plan to use the materials during sm. & lg. group time." "I will use the materials provided, for example, scarves & music sticks with different types of music." "I would also like to buy more instruments, especially ones made & used in other countries."

5. "Through Musikgarten, I was exposed to a variety of instruments and music from other countries."

Q3. – Describe how the training you received has impacted your students? What changes have you observed in students' attitudes and behaviors? Musical skill? Interpersonal skills?

1. "My students walk around singing the songs that we sing in class." "They also begin finding the beat when any song plays."
2. "Mrs. Peach showed them how to feel the beat by tapping their fingers on their legs." "I just have to say, "let's get a beat and they start tapping their fingers on their knees." "They are a lot more attentive at circle."
3. "I love to see how happy the students are when they know the song and movements & get to participate."
4. "The students have become more creative in their thinking about body movements & ways to use their music sticks." "Some students have started to discover their "singing voice." "The children have been learning to take turns & raise a quiet hand to share their ideas."
5. "Musikgarten impacted our students in a very positive way." "They learned about their musical voices, how to take turns, improved their listening skills and how to cooperate with one another." "Their behavior improved overall because they felt they were part of Mrs. Peach's musical team."

Q4. – How could the music on-site training be improved? Your recommendations:

1. "The only possible thing I can think of is maybe the training session could last longer." "I think there is so much more to learn."
2. "Would like to have had more scarf & hoop ideas in our binder."

Observations obtained during music training sessions:

9/15 – 8:30-9:30 - First session with Loomis Community Nursery. It's a co-op, so there will always be some parents there during music time. **Four parents actively participated in the name game, interactive music activities and imaginative stick play.**

9/21 – 9:30-10:30 - Third session with Mary's Little Lambs. Emily has reviewed the music materials and seems very prepared & enthusiastic when I came today. **She expressed how impressed she was about how the simple songs & activities seemed geared towards literacy development. She got it!**

9/28- 11:00-12:00 - Fourth session with Rainbow Junction. When I walked into the combined classroom, the teachers & the children were in a perfect circle, sitting very quietly and patiently waiting. (Obviously the little talk last week made a huge difference). **Both teachers said they had done a few of the musical activities last week with the children. When I did the greeting song, most of the children just spoke their names instead of singing so I did an exercise with them, working with the slide whistle, I had them use their voices to mimic the sound of the whistle by using the sound woo as it went up and down. This made a great impression on them & when we did our good-bye song, about three quarters of the class sang their names. I also used a stick as an imaginary microphone. The teachers were even impressed with the results! I tried to help them understand how important it was to teach the children how to sing using**

their singing voices instead of their talking voices. This seems to be a skill that should be taught more often now, especially for boys who think they have low voices at a young age.

10/6 – 8:30-9:30 – Fourth session with Loomis Community Preschool - **Today most of the children sang their names instead of speaking them. Also, I observed a few children who never speak or sing, raise their hand to express themselves verbally in a musical context because they were so excited. It was remarkable how much the children remember specific words & want to repeat them while doing musical activities (i.e. using body movements, sticks or scarves.) Music really is a wonderful tool to use for language development!**

10/13 – 8:30-9:30 – Fifth session with Loomis Community Preschool. **Today a child surprised me by beginning our hello song out loud while I was getting the CD player ready. It was remarkable how confident he was to lead the group and how nice his voice sounded solo. He was just excited to get things moving! The parents were very surprised & I think his actions have encouraged everyone to be more interactive.**

10/13 - 9:30-11:00 – Seventh session with Joyland Preschool. **The teacher actively uses the music materials throughout the week, which is always evident in the children when I see them the next week. Their musical vocabulary expands considerably, using bigger words, more imaginative movements etc.**

10/24 (make-up) – 8:30-9:30 – Seventh session with Loomis Community Preschool. **Today one of the teachers commented before class that she was actively using the music program throughout the week but was surprised how difficult it was to have the children respond in the same way that they respond to me & wanted to know how she could improve. I told her that it has taken me years to learn how to be more effective with my process while teaching music. It was great that she asked the question & I will continue to try to point specific tips to her while I model with the children. Music is just like any other skill, whether you're teaching it or learning a new instrument, it takes time and practice to become better.**

11/2 - 9:30-10:30 – Ninth session with Mary's little Lambs. **All of the children are showing the ability to make a steady beat on their bodies by tapping on their legs while sitting, responding to recorded music. A shy child was excited to share his idea with the class today by finding a word to express a movement and singing it with the other children in a song. The movement/word was crawling. All the other children became excited to express themselves also that we had to let everyone have a turn. Other "child initiated" words were – tapping on the head, swinging the arms, dancing, pointing your finger etc. Interesting enough, sometimes a shy child can empower other children to feel more confident.**

Completed Sites: Sept.05-Jan.06

1. Joyland Preschool – Roseville
2. Loomis Community Nursery School – Loomis
3. Mary's Little Lambs – Lincoln
4. Rainbow Junction Preschool - Lincoln

Present Sites: Jan.06-June 06

1. Little Fox Preschool - Auburn
2. Rocklin Montessori Preschool – Rocklin
3. Loomis Community Nursery School – Loomis
4. Childtime Preschool – Granite Bay

5-Minute PowerPoint Documentation Notes

Correlating Scope of Work to Outcomes, Strategies, & Performance Measures

The following is excerpted from the Visual & Performing Arts Content Standards for California Public Schools: Pre-kindergarten Through Grade Twelve. Below are some of the *content standards for teaching* Pre-kindergarten & Kindergarten student's music and dance. Strategic use of these content standards by Paula Peach and the teacher trainees may be observed in the photos. When a student demonstrates use, knowledge, or mastery of a content standard, this is referred to as a "benchmark". *Student learning benchmarks* may also be observed in the photos. *Standards and benchmarks relate to project outcomes*.

The Visual & Performing Arts Content Standards for California Public Schools – Pre-kindergarten & Kindergarten: Outcome correlations

Pre-Kindergarten & Kindergarten Music Standards:

1.0 Artistic Perception: Music

- ♪ 1.2 Identify the sources of a wide variety of sounds.
- ♪ 1.3 Use body movement to respond to dynamics and tempo.

1.0 Artistic Perception: Dance

- ♪ 1.1 Move in a variety of directed ways.
- ♪ 1.2 Imitate the movements shown.
- ♪ 1.4 Name the opposites in basic movements (e.g., big/small).

2.0 Creative Expression: Music

- ♪ 2.1 Move or use body percussion to demonstrate awareness of beat and tempo.
- ♪ 2.2 Use the voice to speak, chant, and sing.
- ♪ 2.2 Sing age-appropriate songs from memory.
- ♪ 2.3 Improvise simple instrumental accompaniments to songs, recorded selections, stories, and poems.

2.0 Creative Expression: Dance

- ♪ 2.1 Create movements that reflect a variety of daily tasks and activities.
- ♪ 2.3 Respond spontaneously to different types of music and rhythms.

3.0 Historical and Cultural Context: Music

- ♪ 3.2 Use developmentally movements in responding to music from various genres and periods (rhythm).

4.0 Aesthetic Valuing: Music

- ♪ 4.1 Create movements in response to music.
- ♪ 4.2 Participate freely in musical activities.

4.0 Aesthetic Valuing: Dance

- ♪ 4.1 Describe how everyday movements can be used in dance (e.g., walk quickly, stretch slowly).

5.0 Connections, Relationships, Applications: Music

- ♪ 5.2 Demonstrate an awareness of music as a part of daily life.

5.0 Connections, Relationships, Applications: Dance

- ♪ 5.1 Participate in dance games, sing songs, recite poems, and tell stories from countries around the world.

Musikgarten Survey Data Entry Spreadsheet

		Race/Ethnicity																					
		Alaskan Native/American Indian = n		1 = Never								1 = Never											
		Asian = a		2 = A few times								2 = A few times											
		Black/African American = b		3 = Often								3 = Often											
Site name	Sex	Age	Hispanic/Latino = h Multiracial = m		4 = All the time								4 = All the time										
	Male = m,		Other = o Pacific Islander = p		Pre-Surveys- Teachers' self evaluations								Post-Surveys- Teachers' self evaluations										
Questions	Female = f	0,1,2,3,4,5	Unknown = u White = w		1	2	3	4							1	2	3	4	5	6	7	8	
Joyland Preschool -	m- 3 f- 3	3yr- 6	13-w, 1-h		2	2	3	2							4	3	4	3					
Roseville	m- 4 f- 4	4yr- 8																					
	m- f-	5yr-																					
Loomis Community	m- f-	3yr-			1	2	2	2							3	4	4	3					
Nursery School -	m- f-	4yr-																					
Loomis	m- f-	5yr-																					
Mary's Little Lambs	m- f-	3yr-			2	2	2	2							3	3	3	3					
Lincoln	m- f-	4yr-																					
	m- f-	5yr-																					
Rainbow Junction -	m- f-	3yr-			J3	2	3	2							J4	2	4	3					
Roseville	m- f-	4yr-			L2	2	2	2							L3	3	3	3					
	m- f-	5yr-																					
Little Fox -																							
Auburn																							
Rocklin Montessori-																							
Rocklin																							
Childtime Preschool -																							
Granite Bay																							
Loomis Community																							
Nursery School -																							
Loomis																							

Preschool Music Education

Paula Peach- Site Trainer/Musikgarten Facilitator (530) 885-8878
Supported by First 5 of Placer County & Arts Council of Placer County

Post Program Survey- Part I

The purpose of this confidential survey is to provide baseline data to measure the quality and effectiveness of the Musikgarten facilitation by Paula Peach in elevating your music teaching abilities and confidence. Please honestly answer the following questions by **circling** a number from 1 to 4, describing how you use Visual & Performing Arts Content Standards for California Public Schools with Preschool or Kindergarten aged children.

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Your name:

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1 2 3 4

2. Sing and play simple singing games from various cultures?

1 2 3 4

3. Create movements in response to music and participate freely in musical activities?

1 2 3 4

4. Listen to music using body movement to respond to dynamics and tempo?

1 2 3 4

Post-Program Survey – Part II

Please honestly answer the following questions in writing. Be as specific as possible. If needed, you may write on the reverse side of this paper.

5) Briefly describe how the Musikgarten music training was effective and/or not effective for you. What worked and what didn't work for you?

6) How do you plan to use and expand the materials and skills you've learned from the on-site music training?

7) Describe how the training you received has impacted your students? What changes have you observed in students' attitudes and behaviors? Musical skills? Interpersonal skills? (Example: "During musical activities, a child exhibited improved cooperative behavior.")

8) How could the MusikGarten music on-site training be improved? Your recommendations:

Do you have a CD player in the classroom? Yes/no

Do you have any musical instruments in the classroom? Yes/no What type?

Is there circle time?

What time daily?

As a teacher or childcare provider, are you willing to complement training by using the music materials provided for approximately 15-30 minutes daily?

Which day would you prefer to be trained?

(Circle) Tuesday Wednesday Thursday

What time in the day would you prefer?

Would you mind if parents attended?

Do you know any other interested parties to contact?

Name/phone_____

Name/phone_____

Any questions?

Contact number:

Paula Peach – Site trainer/facilitator

(530) 885-8878

E-mail - paulapeach@jps.net

Return application to:

**Attn. Paula Peach
215 Del Monte Way
Auburn, CA 95603**

